



## Science Unit of Work

## Foundation Year Level Ages 4 – 6

### Focus of the Inquiry

The Environment, Features and Needs of the Southern Hairy-nosed Wombat.

### CONTENTS OF THIS UNIT OF WORK:

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### 1.OVERVIEW:

Protecting the environment and the Southern Hairy-nosed Wombat is a highly topical and relevant issue for all students, especially in the vital early formative years when research shows that children form life-long knowledge, skills, values and attitudes towards caring for the environment.

This unit of work connects to AC Science at the Foundation Level, (Biological science, Science as a human endeavour, inquiry skills and communication). It is an introductory case study of a living thing, (*Lasiornhinus latifrons* - the Southern Hairy-nosed Wombat) and what it needs from its environment. It is aligned specifically with the Science curriculum area, but teachers can easily adapt and teach this as a cross curriculum unit of work, linking it to the Arts, English, mathematics, technologies and HASS.

Students aged 4 to 6 years of age will engage in a hands-on inquiry-based unit of work connecting them to the environment and leading them to understand the needs of the environment and this unique protected species. Through questions, research and observations, both indoors and outdoors, Foundation students can then be assessed to see if they can **suggest how the environment affects them and other living things**. They will be asked to share and **reflect** on observations, ask and respond to questions about the environment and the needs of the Southern Hairy-nosed Wombat.



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### Further information:

Depending on where students live, they may choose to investigate the needs of the other two species of wombats, (Northern Hairy-nosed Wombat, Bare-nosed Wombat – *often referred to as the Common Wombat*) identifying similarities and differences in their appearance and needs in different environments. ([Venn diagram](#))



**Did you know?** Wombats understand humans by their sense of smell and the tone of our voices. Their sense of smell is 10 000 times more acute than a dog's, and that is 10 000 times more acute than ours.

## 2. FOUNDATION LEVEL AUSTRALIAN CURRICULUM ALIGNMENT

### Foundation Achievement Standard

By the end of the Foundation year, students **suggest how the environment affects them and other living things**. Students share and reflect on observations, ask and respond to questions about familiar objects and events.

### Biological Sciences

- Living things have basic needs, including food and water (ACSSU002)
- Daily and seasonal changes in the environment affect everyday life (ACSSU004)
- The way wombats and other animals in their environment move depends on a variety of factors, including their size and shape (ACSSU005)

### Science as a Human Endeavour - Nature and development of science

- Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013)

### Inquiry Skills

- Pose and respond to questions about familiar objects and events (AC SIS014)
- Participate in guided investigations and make observations using the senses. (AC SIS011)
- Engage in discussions about observations and represent ideas (AC SIS233 - Scootle )

### Communicating

- Share observations and ideas (AC SIS012)

### Essential Foundation Concepts:

- **Living and Non-Living Things**
- **Environment**
- **Change**



### 2a) TEACHING AND LEARNING PROGRESSION

Students in the Early, Mid and Upper Primary Years can inquire into different aspects of the **Southern Hairy-nosed Wombat, to increasingly build on knowledge, skills, values attitudes and understandings**. The extinction of many animals like the Northern Hairy-nosed Wombat may well be within their lifetime. With your interest and help, we can do something NOW to protect the Southern Hairy-nosed Wombat from a similar fate!

If Science is taught as a specialist subject area, staff may decide to team up and jointly program with classroom teachers and other specialists, e.g. in the arts or technologies. You may also have support staff, parents and carers with interests and skills in science and the environment who can work alongside teachers in classrooms, in a paid or voluntary capacity.

#### Recommendations for Learning Progression:

- Foundation Level – The environment, features and needs of the SHNW
- Years 1/2 - Wombat habitats including mapping their geographic locations
- Years 3/4 - Food Chains and the SHNW Life Cycle
- Year 5/6 Human Impact: Solving a real-world issue to protect the SHNW. (*Student Investigation, Action and Agency* (PYP Exhibition or Year 5/6/7) *Student-led Project / MYP Student Initiated Project*).

#### As a school:

- **Decide which levels or classes, you will specifically focus on teaching and learning about the SHNW** in science or other curriculum areas. This is primarily a science unit of work, but there are direct connections to other areas, such as the Arts, English, Mathematics and Technologies.
- **Develop student agency** through providing time and resources for students to research and take action in student environmental action groups or representative councils.
- **Discuss and provide time in your school's program** for students to take action by communicating their research to the school community through newsletter articles, assemblies, presentations incorporating visual arts, dance, media, music and dramatic performances.
- **In English** provide a wide range of fiction and non-fiction texts about SHNW and other species to read, share and reflect on. Record student thinking, questions and answers on large sheets of paper, learning journal or devices. Encourage students to write their own texts to share with others. Make their research and thinking visible in classrooms, libraries and the Front Foyer.
- **In Mathematics**, students can **develop proficiencies through:**
  - **Understanding** - names, numerals and quantities
  - **fluency** - counting sequences, continuing patterns and comparing the length and measurement of wombats, their scats, other living things and their burrows and homes



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- **problem-solving** - solving unfamiliar problems and discussing the reasonableness of the answer
- **reasoning** - explaining comparisons and processes for indirect comparison of length.

Please see the website for further background information, a student quiz and some student activities.

### 3. TEACHING AND LEARNING

Teachers and students can document ongoing observations and learning through:

- Drawings, paintings, collage, 3D models, charts, maps, poems, rhymes, songs, words and simple sentences
- Anecdotal records of student learning in a science inquiry journal
- Daily sharing time
- Presentations at assemblies etc.

#### 3 a) Inquiry Questions:

Keep a record, display and discuss student and teacher-led questions, answers and sources of research throughout this unit of work.

**Suggested inquiry questions to get you started:**

- What is a living thing?
- What is the difference between a living and non-living thing?
- How do we know if a wombat is dead or alive?
- What kind of environment does the Southern Hairy-nosed Wombat (SHNW) live in?
- When and how did the Southern Hairy-nosed Wombat get its common and Latin scientific name: *Lasiorhinus latifrons*?
- What are the measurements of a SHNW? (*Compare this to non-standard units of measurement*)
- What are the measurements of a wombat's poo (scat)?
- If a wombat scat is broken open, what could we learn about what it eats and plants in its environment?
- What does a SHNW need to live in its natural environment?
- What might a SHNW need to live in a zoo or wildlife sanctuary?
- What might happen to a SHNW during a drought, fire or flood?
- How might a SHNW change its environment, and why?
- How might other living things change the environment (e.g other animals that live near a wombat's burrow)?
- How do you think different people feel about the Southern Hairy-nosed Wombat?
- What might be a reasonable way to care for (protect) SHNW on farms?
- Would it be a responsible thing to catch a wombat and release it somewhere else? If not, why not? How might the wombat react?
- How might wombats have changed the environment they live in? Past, present and future?



### 3b) Student reflections

- What did I learn?
- What did I not learn?
- What surprised me?
- What else do I want to find out? How might I / we do this?
- How can I be more responsible and careful with living things?
- What can I do to save Southern Hairy-nosed Wombats?

### 3 c) Student Action

**Invite students and families** to observe, reflect and document anything they see, hear and think about. (*Some families may have a species of wombats living on or near their properties, others may have a pet wombat and can talk to the class about their experiences.*) The highly engaging texts by Jackie French are ideal for exploring what it is like to live and love wombats!

**Record any student-initiated agency or actions** taken to care for or encourage others to care for wombats or other living animals? Some students may demonstrate more care or concern for living things during their research or hands-on investigations at school, home, on properties or whilst in backyards, playgrounds or other environments.

## 4. ASSESSMENT

Foundation Level AC Science Achievement Standard:

By the end of the Foundation year, students **suggest how the environment affects them and other living things. Students share and reflect on observations, ask and respond to questions about familiar objects and events.**

Teachers can choose the same assessment task for the beginning and the end of the unit of work, to compare what each student has learned. Teachers can record and upload students' models, drawings, written work and explanations to a digital portfolio or platform to share with other students, staff, family or community members. This enables you to check their understandings and correct any misconceptions as they arise.

### 4a) PRE-ASSESSMENT

- Print a copy of the 'Wombat's Features' task sheet. Ask students to complete the sketch and they might like to also add features in a SHNW environment. Repeat this task several times and ask students to label body parts.
- Ask students to all **vote on a class values line**. "Caring for SHNW is..." very important, important, not very important." They need to explain why they think this way. Repeat this vote at different stages of the unit of work and discuss reasons for any changed opinions.

**These tasks could be repeated at the end of the unit of work.**

### 4b) Summative Assessment Ideas:

*(Some of these may be used as formative assessments)*





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- **Design and make a 3D model of an environment** for the Southern Hairy-nosed Wombat (or another species) (It might be in the bush, a zoo or wildlife reserve). Students to explain, using their model, how the environment it lives in meets the needs of the animal.
- **Draw or make a 3D model** of a SHNW enclosure in a zoo or wildlife sanctuary.
- **Design and make a 3D model of a wombat burrow or warren** using different types of rocks, pebbles, soil, sand and grasses. Add labels to show features in the wombat's home. Students may like to include a handmade model of a wombat or bring a toy model from home.
- **Draw, write and explain** how a living thing can change the environment it lives in and why.
- **Compare two or three different species of wombats on a Venn diagram.** (See *Thinking Task. pg 3.*)

### 4c) Investigation and Learning Ideas:

- **Complete** a large “**I know, I don't know, I want to know**” chart about SHNW or an animal you choose to investigate. Collate their responses and make their knowledge and questions visible in the classroom.
- Print copies of the Black and White outline of a SHNW. Students can use these to add text information or create small books or a collage for a class mural.
- **Read, reflect and respond** to a range of recommended fiction and non-fiction books. Scribe students' responses and questions to make their thinking visible in your classroom, library or school.
- **Print the first Thinking Task, 'Wombat's Features'** for students to complete. This task can be repeated with other pictures and illustrations.
- **Create a 'Class Environment Caring Agreement'** (CECC) with suggestions from students about how to care for (protect) living things when they go outdoors. Display this and refer to it regularly.
- **Discuss why people have a range of beliefs** about the being outdoors in the environment. Students can use fabric to make paper figures and attach speech bubbles around them. Teachers can scribe their opinions and ideas. *“I like being outside because...”*
- **Play 'snap', 'memory' or grouping and sorting** games with images of environments and animals that students draw, download and print.
- **Identify, group and sort images of living and non-living things** in the environment in which a SHNW lives. Label features within the environments, e.g. plants, animals, rocks, weeds, corms, burrows, scats, water.
- **Plan an excursion** to a wildlife sanctuary, zoo, refuge etc. to observe, reflect and record what they see, hear, smell, think and wonder about native animals and their enclosures and needs.
- Organise students into small groups, to design and plan an outdoor '**Nocturnal Challenge**' to find out what animals come out at night and in the early morning in the school grounds, or at their homes.
- If excursions are not possible access the **video clips and interviews on this website** and other reliable, safe websites. Take students outside often to explore their own environment and living things.
- Discuss how animals can be tracked by their footprints. Search for animal prints in and around the school and your local area. Design and make plaster moulds of different animal feet with upcycled materials and compare them.



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- Complete 'pg 6, **'See Think and Compare'** Thinking Task to compare a SHNW foot.
- **View and discuss** Little J and Big Cuz Series 1, Episode 2. Wombat Rex. (*Big Cuz tricks Little J into believing that the Giant Wombat is not extinct. This episode explores cultural issues about respecting the environment.*)
- Create Giant Wombat footprints and use them for creative outdoor play in a sandpit or if you have access to an open area with soil, dirt, bark etc.
- Any sightings students have of wombats in their local area can be documented on the WomSAT website.
- In addition to footprints, animals can be tracked and identified by their scats (poo). Complete a Scat **"See. Think, Question"** task sheet. Students may like to wear gloves and collect samples of animal scats in their local area to break open, compare and describe what they can tell about the animal eats from their scat.
- Download, group, sort and classify images or environments and wombats.
- Print and complete pg 4, **'What is happening here? Why do you think this?'** Thinking Task with **copyright free images** of animals and environments.
- Create an **Environment Treasure Hunt** with students and accompany them outdoors to find different non-living objects such as rocks, leaves, pebbles, minerals, soil, (clay, sand) and water within the environment to identify, record, group and sort. (*Take extra support staff for students with special needs.*)
- **Design and conduct experiments** to test properties of collected objects from outdoor activities.
- **Use a nail to predict and test** how easy or difficult it would be for a wombat to claw and create an underground burrow through a collection of different types of rocks and soils, e.g limestone, clay, sand, mud, concrete, asphalt, granite, quartz.
- **Take students on an exploratory local environmental walk** to find and record images or drawings of living things - remind them of the CECC. (*Use digital devices or hand drawn sketches.*) Use a **"Venn diagram"** to compare their local environment with the environment in which a SHNW lives.
- **Find, read, respond to, and write poems, simple sentences and stories** about SHNW and how they can change their environments through digging for thread iris corms, making burrows or biting each other's bottoms and ears before mating. *Jackie French's stories about her first- hand experience with living with wombats (whilst not SHNW) are very entertaining and educational and will really interest students of all ages.*
- **Provide time** for students to **give a short talk or presentation** with pictures or models of how an animal's home can be changed by an animal, predators or other threats such as bushfires, drought, flood, cars, motorbikes, human activities etc.
- Complete pg 5, **'Before and After'** Thinking Task about changes to environments.
- Students can make **predictions, test and reflect** on how water and heat changes objects and burrows in environments e.g. during a drought, extreme temperatures, fire or heavy rain. Put materials and objects outside and observe and record what they see and feel at different times across the day. (*Caution when testing with matches and young students. We recommend using extra support for this.*)

## 5. THINKING ROUTINE TASK SHEETS

1. **Wombat's features:** Drawing task to allow students to sketch a Southern Hairy-nosed Wombat.





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2. **See, think, question:** Excellent thinking routine to help students look deeply at images of environments and animals. Good to use during or after an excursion, to record their observations and questions.
3. **Venn diagram:** Can be used to compare different types of wombats or living and non- things.
4. **What is happening here, why do you think this is so?** This thinking routine helps students to describe what they see in an image or a text, and it promotes reasoning for them to build an explanation. They can also predict what might be missing from an environment.
5. **Changes - Before and After:** Thinking routine designed to get students to think and draw how fires, drought or flood change an environment.
6. **See, think and compare.** Positive mindset science and art task, designed to help students notice differences when they repeat drawing the same thing to improve their skills in sketching detail.

### 6.TEACHER NOTES

There are three wombat species that currently live in Australia - Southern Hairy-nosed Wombat, (*Lasiorhinus latifrons*) Northern Hairy-nosed Wombat (*Lasiorhinus krefftii*) and the Bare-nosed (Common) Wombat. All three species of wombats belong to the genus *Lasiorhinus* and the Southern Hairy-nosed Wombat is the smallest of the three species. It is found in semi-arid scrubland and mallee. It is the state animal of South Australia.

Wombats are related to the largest known marsupial, the extinct *Diprotodon*, the giant wombat of Australia. Wombats have lived for more than 20 years in zoos, but in the wild, drought, mange, vehicles and human activities often kill them. Some of the early Aboriginal names used for wombats include 'womat' and 'womback'. Southern Hairy-nosed Wombats are a different species from Northern and Common wombats, but there are many similarities. The Southern Hairy-nosed Wombats are better adapted for dry areas. They are stocky, short-legged, muscular marsupials and each member belongs to the family *Vombatidae*. Their length measurement is approximately 80 to 120 cm. They have short tails, small eyes and short ears. They weigh between 20 and 35 kg. They are nocturnal and herbivorous, eating grasses and, in the case of the common wombat (*Vombatus ursinus*), the inside bark of tree and shrub roots.

Wombats live in burrows and the females have a backward's facing pouch for their baby. They sleep during the day and although their closest relative is a koala, they are more intelligent than these animals. Unlike the koala, a wombat's pouch faces backwards so when they burrow and nurse their young, it does not fill with soil. They love a 'dust bathe', and wriggle around on their backs or tummies in dry dirt or sand. The brain of a wombat is proportionately bigger than other marsupials.





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SHNW are wonderful, strong diggers, but they need heavy soil that can be compacted into hard walls with rocks or tree roots, supporting the entrance of their burrow. When burrows join up, they are called a warren.

Wombats also love to dig under fences. At the Moorunde Wildlife Reserve they have built small doors for the SHNW to crawl through, but they mischievously choose to dig right next to them and tunnel their way into the next area.

Miniature trackers or cameras have also been put inside wombat burrows to see first-hand what happens down there.

Recently in different parts of Australia wombats have been seen leaving their burrows with other animals who came to seek shelter in them during the recent 2019/2020 bushfires. Students **should therefore be cautioned** against climbing or peering into wombat burrows as they can be unstable and other living things choose to visit them, such as snakes, wild dogs, spiders and rabbits. Wombats are also known to be dangerous animals when cornered by a person or living thing in its burrow. They are quite capable of crushing an intruder against the roof of their home.



Artists and Scientists are often risk -takers as they are curious to learn more about the world. Interestingly, in 1960, a fifteen- year old boy, named Peter Nicholson was very intrigued by wombats and he crawled into a Common wombat burrow to investigate it first-hand. Carol McLean-Carr, a well-known illustrator, who also created the black and white illustrations of the SHNW for this website has also ventured inside a SHNW burrow when she first began illustrating animals for the South Australian Museum.

**'The Secret World of Wombats' by Jackie French** might be an excellent class novel for Year 1/2 students and older, or for interested independent readers who have reached level 28 to 30. It is very entertaining and informative.

## 7.RECOMMENDED DIGITAL AND NON-DIGITAL TEXTS

### VIDEOS

Rare footage of Southern hairy-nosed wombat drinking water from puddles. 2019  
[www.facebook.com/watch/?v=2336241543152096](https://www.facebook.com/watch/?v=2336241543152096)

**Indigenous TV Series** [www.sbs.com.au/nitv/little-j-and-big-cuz](http://www.sbs.com.au/nitv/little-j-and-big-cuz) z

Little J and Big Cuz Series 1, Episode 2 - Wombat Rex - Big Cuz tricks Little J into believing that the Giant Wombat is not extinct. Explores cultural issues about leaving bones in the



environment. [www.sbs.com.au/nitv/video/923853891779/Little-J-and-Big-Cuz-S1-Ep2-Wombat-Rex](http://www.sbs.com.au/nitv/video/923853891779/Little-J-and-Big-Cuz-S1-Ep2-Wombat-Rex)

## NON-FICTION PICTURE BOOKS

**Motivate your students to read, respond to and write** their digital and non-digital texts, e.g poems, rhymes, songs, stories, powerpoints and articles as a result of their inquiries.

Campbell, M., *“Willie Waddle Wombat”* Regal Press Launceston, Tasmania, 2013

Cox, K. With Parish S., *“Toby goes to school.”* Steve Parish Publishing. 2009. Excellent story for children starting school or turning five! Toby goes on an outing to educate children about wombats.

Daniels, L., *“Wombat in the wild”*, ISBN: 9780340655801, Publication Date: 1996.

Dugan, M., *“Wombats don't have Christmas”*, ISBN: 9780091689209, 9781740518970, 1987.

Fishman, J M., *“Meet a baby wombat”* ISBN: 9781512455922, 9781512433876, Lightning Bolt Books, 2018.

French, J., *“Smudge”*, Cairns [Qld.]: Childersset; Sydney: distributed by Collins, 1988.

French. J., *“ The Hairy-Nosed Wombats Find a New Home”*, Angus and Robertson, 2014. Fantastic narrative with historical information about the Northern Hairy-nosed Wombat.

Fuge, C., *“Where to, little Wombat?”*, ISBN: 9781862335875, 9781862336803., 2006.

Fuge, C., *“ Watch out, Little Wombat!”*, ISBN: 9781862337428, 9781862337848, 2009.

Jackson-H D., *“The Little Aussie Bush Babies”*. Emu Consulting 2018. Johnson, R., *“Wombat's Secret”* A Steve Parish Kids Storybook. Pascal Press. NSW 2013.

Johnson, R., *“Wombat's Secret”*, Pascal Press. 2013. An emergent- newly independent fictional narrative reader. A little wombat has a secret and encounters other animals in the Australian bush. Good for stimulating thinking about how a wombat uses its senses, its diet and interaction with other animals.

Kitzelman, K., *“Say “hello” wombat : what games will I play today”*, Say Hello Series, ISBN: 9781741935196, 2009

Kitzelman, K, with Parish, S., *“The truth about Horrie”* Steve Parish Publishing 2009. A wonderful story about Horrie, an orphaned wombat. Photographs by Steve Parish.

Morgan, S., *“A Feast for Wombat”*, Omnibus Book by Scholastic, 2014. Great for exploring resilience, friendship, animal relationships and to stimulate drawing and painting.



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McFarlane, S., Creagh, L., *“Worrying Wombat”* Scholastic Australia 2015. Morgan, S., *“A Feast for Wombat”*, Omnibus Book by Scholastic, 2014.

Ocean, C., *“Wombsy and Wombaleena A wombat story.”* National Library of Australia, 2016. Set in Tasmania, with Common wombats.

Parish, S., *“Grandpa Wombat’s Snore”* Steve Parish Bedtime Read Along. Pascal Press, 2012.

Treml, R., *“Wombat big, puggle small”* ISBN: 9780143782940, 2017 Vaughan M.K., *“Wombat Stew”* Illustrated by Lofts, P. Ashton Scholastic. 1984.

### 7a) NON-FICTION TEXTS

Kras, S.L., *“Wombats”*, ISBN: 9781429668071, 2010.

Kristin P, *“Wombats”*, ISBN: 9781604537406, Edina, Minn. : ABDO, c2010. Einhorn, Kama., *“Welcome, wombat, ISBN: 9781328767028, 99977588504, 2018 Photo-packed series explores the stories and science behind animal sanctuaries. An up-close look at what life is like at a real wombat sanctuary in Australia.*

Wiltshire, R., *“PooFlip - Life size guide to the scats of Tasmanian native mammals”*, University of Tasmania Biological Sciences. 2018.  
*This is an excellent reference for identifying scats.  
(Students could make their own collection for their local area and animals.)*

Walraven E., *“Care of Australian Wildlife, for Gardeners, Landholders and Wildlife Carers.”* First published by New Holland Publishers, 1999, Revised Ed 2010.

### 7b) TEACHING TEXTS

Wells.R., *“Fauna of Australia”*, Australian Government Publishing Service. 1989.

Wells. R., *Mammals of Australia”*, Chatswood, NSW, Reed Books, 1995.

**Excerpts from the two following texts are excellent for read-alouds in class for older students.**

French.J., *“The Secret World of Wombats.”* ISBN 978-0-2072-0031-1 Angus and Robertson 2005.

Woodford, J., *“The Secret Life of Wombats”*, ISBN: 18764858682750, 9781877008436, 9781876485863, 2006, 2001

Story of a 15 year-old boy who scrambled into a wombat’s burrow to experience first-hand life inside one. He ended up making friends with wombats and his risk-taking efforts are acknowledged by scientists. Contains black and white, and full colour images and sketches. An excellent text for middle and upper primary and secondary students.



## 8.WEBSITES

**Australian Museum** Excellent reference materials for student and teacher information, describing appearances, behaviour, needs, diet and a map of where they are found.

<https://australianmuseum.net.au/learn/animals/mammals/common-wombat/>

**Australian Wildlife Conservancy**

[www.australianwildlife.org/wildlife/southern-hairy-nosed-wombat/](http://www.australianwildlife.org/wildlife/southern-hairy-nosed-wombat/)

**Australian Geographic: Why we need to save the SHNW**

[www.australiangeographic.com.au/topics/wildlife/2018/05/why-we-need-to-save-the-southern-hairy-nosed-wombat/](http://www.australiangeographic.com.au/topics/wildlife/2018/05/why-we-need-to-save-the-southern-hairy-nosed-wombat/)

**Australia Zoo** Find out about the Southern Hairy-nosed wombat

[www.australiazoo.com.au/our-animals/mammals/wombats/southern-hairy-nosed-wombat](http://www.australiazoo.com.au/our-animals/mammals/wombats/southern-hairy-nosed-wombat)

Adopt

**Bush Heritage**

<https://www.bushheritage.org.au/species/wombats>

Learn more about these amazing animals.

**Cleland Wildlife Park**

[www.clelandwildlifepark.sa.gov.au](http://www.clelandwildlifepark.sa.gov.au)

**Encyclopaedia Britannica**

[www.britannica.com/animal/wombat#ref828012](http://www.britannica.com/animal/wombat#ref828012)

Good information for students and staff about wombats - their appearance, diet, behaviour, life cycle, geographic locations and connection to the animal kingdom. Useful info for Venn diagrams.

**Rescue and rehabilitation services of the Southern Hairy-nosed Wombat**

Wombat Awareness Organisation, Wildlife Refuge in Flaxley SA. [Wombatawareness.com](http://Wombatawareness.com) (Free range cage free wombat sanctuary available to Wombats Australia Wide.) 24 Hour Wombat Rescue and Advice Hotline: 0458 737 283.

**SA Museum - Discovery Centre for School Tours with Student Work Sheets**

[www.samuseum.sa.gov.au/](http://www.samuseum.sa.gov.au/)

**Sleepy Burrows Wombat Sanctuary**

<https://sleepyburrows.com.au/how-can-you-help/>

Lots of images, information and opportunities to adopt a wombat.

**State Victoria Library**

Historical information and images about the early encounters with wombats by European settlers. [www3.slv.vic.gov.au/latrobejournal/issue/latrobe-66/t1-g-t2.html](http://www3.slv.vic.gov.au/latrobejournal/issue/latrobe-66/t1-g-t2.html)

**SHNW At the Adelaide Zoo**

[www.adelaidezoo.com.au/animals/southern-hairy-nosed-wombat/](http://www.adelaidezoo.com.au/animals/southern-hairy-nosed-wombat/)



## Wombat Awareness Organisation

[www.wombatawareness.com/](http://www.wombatawareness.com/)

**WomSAT** <https://www.womsat.org.au/womsat/default.aspx>

Help map and learn about wombats in your local area.

## 8. MATERIALS AND RESOURCES

Collect and re-use assorted materials such as boxes, sticks, branches, cardboard, plastic, leaves, soil etc for design and make tasks. Students can also collect large pieces of foam or rubber mattresses to make giant wombat footprints.

Invite guest speakers who may be volunteers that protect wombats or other animals to come and show pictures and talk to your students. (*Family members, environmental officers, Nature Education Centre, volunteers with Moorunde Wildlife Sanctuary, Wildlife Refuge at Flaxley, Cleland or Google other Parks and Wildlife Sanctuaries within your region.*)

**ABC News** News article about Bare-nosed (*Common*) Wombat behaviour on Maria Island, Tasmania, since the change resulting from the release of Tassie devils. ABC Radio Hobart: Georgie Burgess <https://www.abc.net.au/news/2019-09-28/wombats-on-maria-island-1/11553628>

### Primary Connections for Teachers

[primaryconnections.org.au/](http://primaryconnections.org.au/)

Inquiry-based teaching and learning approach units, combining hands-on investigations, evidence-based reasoning and collaborative group work to build skills necessary to thrive in the 21st century.

**Their backwards by design planner is recommended by the SA Education Department for teachers to use.**

Use the silhouette provided for students to create a classroom mural, print and cut out, adding information or to make information texts.

Students may even like to email their poems, stories and drawings to be published on our website with your permission.

### **Please provide:**

- *Name of your school*
- *Email address or mobile for a contact staff member.*
- *Permission from the student's parent/carer for their child's first name and age to be published with their drawing, poem or story on the **Save Our Wonderful Wombat website.***





*Silhouette of a Southern Hairy-nosed Wombat. (Can be enlarged or reduced.)*

### Wombat feet



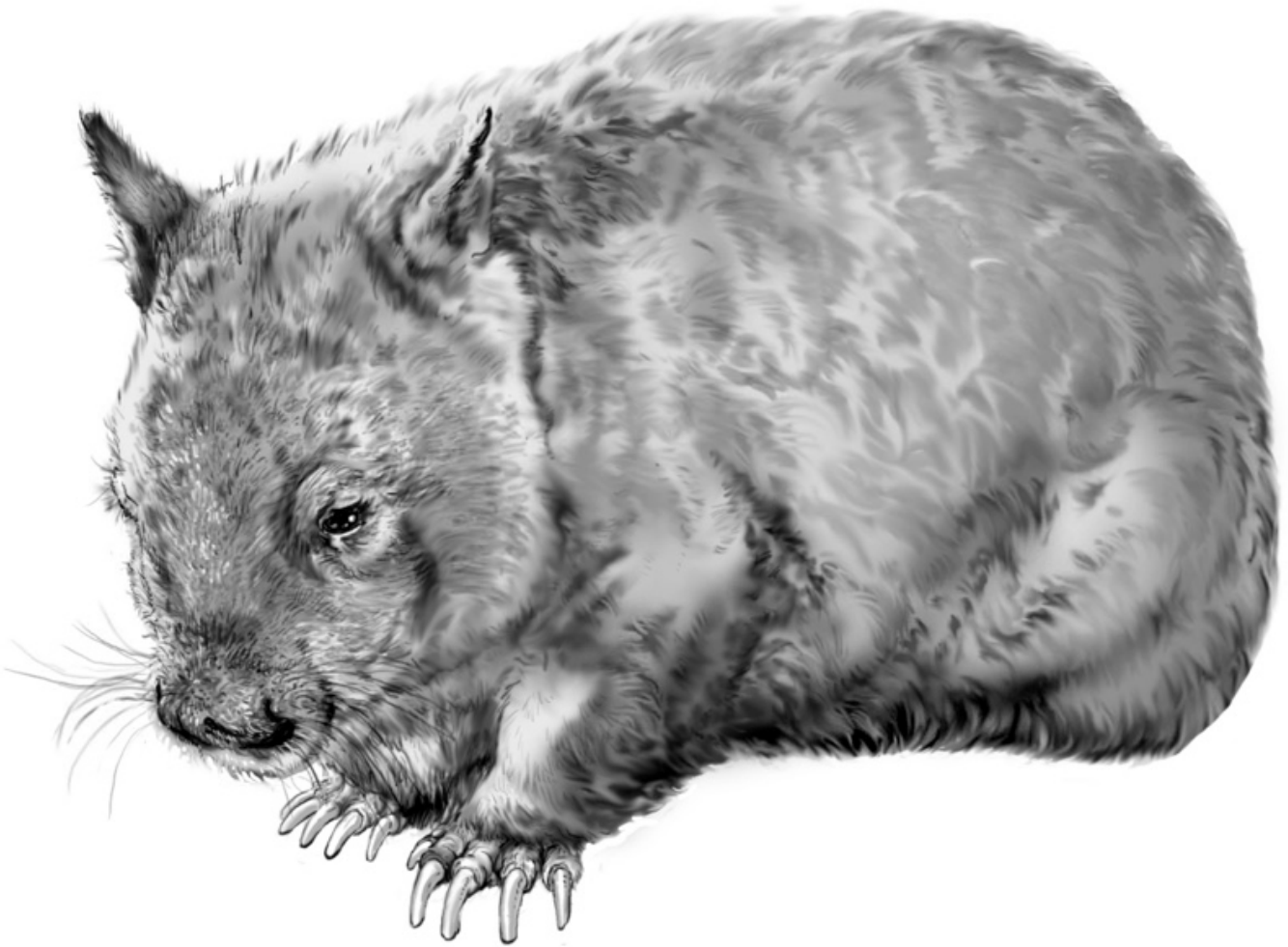
Left front foot



Left hind foot



Save Our Wonderful Wombats



Southern Hairy-nosed Wombat